

Perception Activities and Games

Puzzles

1. Teacher Designed - Mounted on Cardboard
 Faces, animals, objects, common shapes, letters
 and numbers.
 cut horizontally into 2 pieces, 3 pieces, etc.
 cut vertically into 2 pieces, 3 pieces, etc.
 cut wavy - then diagonally
2. Commercial puzzles - from simplest to more complex
 Nursery rhyme figures, community workers, etc.
 Judy Company Creative Playthings
3. Shapes puzzles
 Form concepts and color matching
 size gradation insets
 size and shape puzzles
 dimensional puzzles Developmental Learning Mat'ls

Blocks

1. Copying block patterns
 colored inch cubes - corresponding design cards
 colorless cubes - corresponding design cards
 simple to complex relationships, perspective
 Developmental Learning Mat'ls - Ideal

Parquetry

1. Parquetry paper
2. Parquetry Inset Boards
3. Parquetry Designs and Blocks
 In these activities the child is required to make
 color and shape discriminations.
 Developmental Learning Mat'ls, Ideal, et.al.

Peg Boards

1. Copying peg board patterns - develops perception of
 color, spatial relations, eye-motor coordination
 Developmental Learning Mat'ls, Ideal, Creative Playthings

Beads

1. Sequencing by color, shape, color and shape.
 DLM Materials - Ideal Co.

Templates

1. Shapes, animals, Farm and transportation, seasonal,
 clear.- develops fine visual motor coordination
 DLM Materials, Ideal Co., Winter Haven, et.al.

Visual Discrimination

1. Concrete Objects

- a. Find the one that is different.
 - two cups and a saucer (difference in type)
 - two red blocks and a blue block (difference in color)
 - Two large blocks and a small block (difference in size)

There are many possibilities for such discriminations. The tasks should include different kinds of of discriminations and should move from gross differences to increasingly finer ones.

2. Sorting

- a. when child is ready for finer discriminations this is an excellent technique. The teacher can use egg cartons, a sectioned box or commercial sorting boxes.
 - sort;
 - beads, blocks by color There are countless possibilities for this kind of activity
 - shapes by form
 - coins by size
 - letters and numbers, words

2. Pictures and Shapes (Charts and worksheets)

- a. Discriminations should be in the following sequence;
 - Gross external differences-Gross internal differences
 - Fine external differences-Fine internal differences
 - Directional differences-external and internal
 - (Continental Press, Likenesses and Differences I, II, III)
- b. Games
 - Old Maid, Picture Lotto, Creative Playthings Perception Plaques, Judy Matchettes, Dominoes et. al.

3. Letter Discrimination

- a. Single letters with gross differences
- b. Single letters that are similarly constructed
- c. Meaningless double letter combinations

4. Word Discrimination

- a. Two or more letter combinations
- b. Initial, medial and final differences
- c. Transparencies can be made on a machine using the Continental Press Materials. The child can make the discrimination on the screen, later on an individual worksheet. This varies the size of the stimuli.
- d. Word Lotto
 - Letter bingo
 - Word Bingo etc.

5. EDL Controlled Reader

- a. Readiness Filmstrips
 - Discriminating pictures or objects, numbers, letters words.

It is important that all discriminations should be presented in a sequential order of difficulty.

Visual Memory

1. Concrete Objects

Place objects on a table- Children look at them. Children cover eyes or turn backs. An object is removed. Children look and tell what is missing. The number of objects displayed and hidden may be increased as children exhibit readiness.

2. Geometric Shapes

Place shapes on table- remove one - which one is missing? Games using shapes and colors may be devised. Felt and magnetic boards are helpful.

3. Visual Memory Sequencing

Cards; Level I Color sequencing
Level II Picture object sequencing
Level III Shape sequencing
Level IV Letter, number sequencing

Developmental Learning Materials

Child is exposed to a card with a designated sequence. He studies it for a prescribed time. Teacher removes the card. Child copies pattern by placing cards in correct order.

This may be extended to include blocks, beads, buttons, colored discs, paper forms, coins, etc.

4. Perceptomatic, EDL Controlled Reader, Tachistoscope

These machines may be utilized to flash visual stimuli on a screen. The exposure may be timed. The child is asked to repeat the visual sequence viewed. The length of the sequence and the exposure time may be adjusted as the child indicates readiness for change. The kinds of materials to be sequenced include;

objects	numerals	phrases
shapes	words	sentences

5. Visual Motor Memory

Present pupil with a design drawn on oak tag. Expose for ten seconds. Remove and have child reproduce the design from memory.

Extend memory reproductions to more complex designs and series of designs. If child has difficulty try tracing techniques to promote memory recall.

Sequencing from memory. Child views a sequence of numbers, letters, shapes and reproduces the sequence on the blackboard or on paper

A child must have ample practice copying a pattern by arranging manipulative material before he is required to reproduce a sequence with chalk or pencil.

Auditory Discrimination

1. Environmental Sounds
 - a. identification of common sounds(records,tapes)
animal sounds, traffic sounds, household sounds, musical sounds.
2. Localization of Sound
 - a. Child covers eyes and identifies from which direction the sound is emitted.
3. Rhyming Sounds
 - a. Dr. Seuss Books, et. al. (I Can Read Series)
Read the books to the children. Encourage them to supply the second rhyming word of the couplet.
 - b. Read a series of rhyming words to the children including one non-rhyming word in the series. The child identifies the word that does not belong.
 - c. Completing Limericks
read aloud and encourage children to supply the final missing word.
 - d. Pictured objects that rhyme
Continental Press Masters - Rhyming I and II
Instructo Rhyming Cards
4. Consonant sounds
 - a. Present objects that begin with a particular sound
After the second presentation, place all objects in a box. Each child has a turn to pick an object from the box. He must identify which of the two sounds it is. The sounds may be identify by letter name or sound name i.e. s is the snake sound, r is the lion's roar sound etc.
 - b. Pictured objects
Cut out pictured objects that begin with a given sound.
 - c. Provide practice
Worksheets and transparencies
Continental Press - Beginning Sounds I and II
 - d. Listening stations
Golden Tapes
St. Louis Language Program- each child listens on headphones and responds to directions in completing worksheets.
 - e. Poems
There are many poems that deal in repetition of a singlesound. The children enjoy reciting them and they serve as reinforcement.

Auditory Memory

1. Sequencing

- a. copy auditory patterns
clapping, tapping, buzzer board, tone blocks,
musical bells etc.
- b. following auditory directions
one step, two step, three step, etc.
- c. numbers forward and backward
- d. letters forward and backward

2. Recall

- a. What comes after T, before M, after 5, before 42, etc.
- b. repeat mixed symbols
"Listen carefully, and repeat exactly what I say."
X- 3- boy- 15 etc.
- c. extended sentences
"The big boy ran up the street and down the hill with
a bone in his mouth."
- d. memorize poems and songs that deal in sequence
There was an old Spider Who Swallowed a Fly.
Alphabet Song
Children's Marching Song
If You're Happy and You Know It, Clap Your Hands.

3. Story Sequence (Records and Tapes)

- a. Auditory presentation of a story (Gingerbread Boy)
Put a 1 on the picture showing who chased
the Gingerbread first.
Put a 2 on the picture showing who chased
the Gingerbread Boy second. etc.

This is easily adjusted to older children by substituting stories that are more suitable to their age level.

4. Retelling a Story

- a. Tell or read a story to the children using visual clues
- b. Child retells the story with the same visual clues
- c. Child retells the story without benefit of visual clues
Flannel board stories - Instructo
Judy See-quees
Puppets

5. Listening Stations

- a. Memory Tapes Developmental Learning Materials
Child listens through individual earphones
and follows instructions by marking worksheets
appropriately.
Caution; Teacher should preview material first
so that any strange concepts may be
pre-taught first.

Reading

There is little question but that early reading tasks are perceptually based. Diagnosticians and teachers readily recognize that certain children exhibit developmental lag in these perceptual areas that constitute reading readiness. It is an educational paradox, then, that these same children are gathered together with others, in a first grade classroom, and are presented with a book for learning to read. If a child is unable to see the difference between a triangle and a square, he will be unable to discriminate letters A and E. If he is spatially disoriented, he might confuse said and the, you-yes, no-on. If he is unable to follow a simple direction or has no understanding of basic concepts, he might require help with language development before reading instruction can begin.

It is essential to fill the gaps within each successive stage of development, if a child is to learn to read. The areas that need to be assessed for determination of readiness include the following:

1. adequate language development
2. motor ability
3. sensory integration
4. visual memory and discrimination
5. auditory memory and discrimination

There are separate sheets attached, each of which deals directly with specific language, motor and modalities training. They contain some suggested activities and materials that might be helpful in planning sequential learning experiences. Also, they might be utilized as check lists for determination of developmental levels.

Sight Vocabulary

The major reading task that confronts the early learner is the development of sight vocabulary. This involves the integration of language concept, perceptual skills and memory. Learning disabled children cannot be expected to develop this vocabulary with the same ease as do average children. They will require extra reinforcement and additional instructionally applied techniques to achieve success. The following suggestions are advanced;

1. Action Words

Correlate the word with a motoric output

i.e., introduce jump

- a. teacher looks at printed word card, imitates action and says "jump"

- b. teacher passes card to child, who looks at printed word, imitates action, says "jump"
- c. others in turn, receive the word card, look at it, imitate the action and say "jump"
- d. child matches the printed word to pictured representation of someone jumping and says "jump"

introduce the word run

- a. repeat above described procedure
- b. now combine run and jump - now as child receives a card, he will need to make a discrimination between two words in order to imitate an action, and repeat the word.
- c. As the list of new words increases the discriminations increase. Now, it becomes a game with real motivational force.

2. People and nouns

- a. The reading corner should include pictures of the reading characters mounted on the wall with their respective names printed below. Children should have ample practice identifying each one pictured and calling his name.
- b. child is presented with a name card, he matches it to the corresponding name on the display board, he repeats the name as he matches it. Obviously, he is not reading at this stage, but he already knows which name is associated with each picture through repeated presentation and discussion,
- c. child is presented with worksheets of picture along with scrambled names, he cuts out the names and pastes only those that identify the particular character pictured. He refers to the display board as an assist.
- d. A box is placed under each pictured character, child is given several name cards to sort and place in proper box.
- e. when children appear ready, the name clues are removed from under the pictures and child is asked to complete the same tasks without the visual clues present. If the child doesn't succeed, the clues are returned and more practice is provided.

These same procedures are repeated for all noun presentations.

3. Syntactical Markers

These are words such as; the, a, an

- a. these words are difficult for children to learn because they do not elicit a visualized action or picture. Using nouns already learned, the teacher constructs a chart

the boy
the ball
the cat

the marker the should be color coded. After the child has had practice reading the chart, the color cue will be eliminated.

4. Pronouns

- a. introduce "I" - Teacher makes a chart describing herself and reads it to the children

I am a girl.	The word "I" is color cued
I have black hair.	in red.
I have brown eyes.	
I am big.	

- b. Teacher asks a child to describe himself and makes a chart for him as he talks.

I am a boy.	Again, the word "I" is
I have brown hair.	color cued.
I am in first grade.	

These charts are read and reread for practice. Later, the charts are remade without color cues. Now, they should be able to read the pronoun without the assist.

5. Tactile- Kinesthetic Approach

- Teacher prints word on chalkboard- child traces it-care must be taken that it is traced in the same direction in which it is written.
- Teacher makes a large printing of the word on paper. Child traces it, forms it in clay, says it.
- Child copies it in sand tray or clay box.
- Teacher prints word on paper. Child traces it with large crayon or pencil. Says the word each time it is completed.
- Child prints word on paper without benefit of model. Says the word

Any, or all, of the above mentioned techniques may be utilized to reinforce learning, depending upon the nature and learning style of the learner. It is important to understand that words must first be conceptualized before they can be attacked at the representational level.

Also, the sight words developed should be encountered again in settings other than the basal reader for extra reinforcement. There are many supplementary books available that are written on low levels. These include;

Early Start Readers Wonder Books, Grosset and Dunlap
Beginner Books Division of Random House, Inc.,
Scholastic Book Services
Young Readers Press Follett Publishing Co.